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Gallaudet College

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GALLAUDET COLLEGE

(FOR THE DEAF)

KENDALL GREEN

WASHINGTON, D. C.

1916–17

FIFTY-THIRD YEAR

WASHINGTON, D. C.
H. L. & J. B. McQUEEN, INC.
1916

CALENDAR FOR 1916–1917.

September 27, 1916, Wednesday—Registration of all Students.

September 28, Thursday—College Year begins.

September 29, 30, Friday and Saturday—Examinations for Admission and Re-examinations.

November 30, December 1, 2, 3, Thursday, Friday, Saturday and Sunday—Thanksgiving Vacation.

December 10, Sunday—Gallaudet Day.

December 19, 20, 21, 22, Tuesday, Wednesday, Thursday and Friday—Term Examinations.

December 23, 24, 25, 26, 27, Saturday, Sunday, Monday, Tuesday, Wednesday—Christmas Vacation.

December 28, Thursday—Second Term begins.

January 1, 1917, Monday—Holiday.

February 22, Thursday—Holiday.

March 5, Monday—Inauguration Day.

March 20, 21, 22, 23, Tuesday, Wednesday, Thursday and Friday—Term Examinations.

March 24, Saturday—Third Term begins.

April 5, 6, 7, 8, 9, Thursday, Friday, Saturday, Sunday, Monday—Spring Vacation.

May 2, Wednesday—Presentation Day.

May 30, Wednesday—Holiday.

May 30, 31, June 1, Wednesday, Thursday and Friday—Examinations for Admission.

June 14, 15, 18, 19, Thursday, Friday, Monday and Tuesday—Term Examinations.

June 20, Wednesday—Conferring of Degrees and beginning of Summer Vacation.

September 26, Wednesday—Registration of all Students.

September 27, Thursday—College Year begins.

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CORPORATION.

PATRON.

WOODROW WILSON, President of the United States.

PRESIDENT.

PERCIVAL HALL, M. A., Litt. D.

SECRETARY.

CHARLES S. BRADLEY, Esq.*

TREASURER.

GEORGE X. McLANAHAN, Esq.

DIRECTORS.

HON. JOHN. F. SHAFROTH, Senator from Colorado,

HON. W. E. HUMPHREY, Member of Congress from Washington,

HON. JOHN E. RAKER, Member of Congress from California.

Representing the Congress of the United States.

EDWARD M. GALLAUDET, Ph. D., LL. D., of Connecticut.

THEODORE W. NOYES, Esq., of the District of Columbia.

JOHN B. WIGHT, Esq., of New York.

REV. U. G. B. PIERCE, of the District of Columbia.

CHARLES HERBERT STOCKTON, LL. D., President of George Washington University, District of Columbia.

The PRESIDENT and the SECRETARY of the corporation.

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*Died November 8, 1916.

Faculty.

UNIVERSITY OF ILLINOIS LIBRARY

EDWARD M. GALLAUDET, PH. D., LL. D.,
Emeritus President, and Professor of Moral and Political Science.

PERCIVAL HALL, M. A., Litt. D.,
President, and Professor of Applied Mathematics and Pedagogy.

EDWARD A. FAY, M. A., PH. D., SC. D., LITT. D.,
Vice-President, and Professor of Languages.

J. BURTON HOTCHKISS, M. A., LITT. D.,
Professor of English and Philosophy.

AMOS G. DRAPER, M. A., LITT. D.,*
Professor of Mathematics and Latin.

CHARLES R. ELY, M. A., PH. D.,
Professor of Natural Science.

HERBERT E. DAY, M. A.,
Professor of English and History.

ISAAC ALLISON, E. E.,
Professor of Mathematics and Engineering.

ELIZABETH PEET,
Assistant Professor of Latin and in Charge of College Women.

HELEN NORTHROP, B. A.,
Librarian and Instructor in English and Mathematics.

VICTOR O. SKYBERG, M. A.,
Instructor in Latin and Natural Science.

FREDERICK H. HUGHES, M. A.,
Instructor in Mathematics, and Physical Director.

HARLEY D. DRAKE, B. A.,
Instructor in Agriculture.

IRVING S. FUSFELD, B. S., B. PED.,
Instructor in English and History.

ARTHUR D. BRYANT, B. PH.,
Instructor in Drawing.

AGNES SUMAN,
Instructor in Domestic Art.

HELEN DEVREAUX,
Instructor in Gymnastics.

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* On leave.

DEPARTMENT OF ARTICULATION AND NORMAL TRAINING.

PERCIVAL HALL, M. A., Litt. D.,
Professor in Charge.

ANNIE E. JAMESON,
SARAH H. PORTER, M. A.,
Instructors.

ASSISTANTS.

Normal Fellows.—Grace Decker Coleman, B. A., Greenville Woman's College, South Carolina; Urath McCall, B. A., Synodical College, Missouri; Herschel R. Ward, B. A., Mississippi College, Mississippi.

Normal Students.—John Keble Cloud, Smith Academy, Missouri; Elizabeth B. Thompson, Council Bluffs High School, Iowa.

Students, 1916-1917.

SENIOR CLASS.

LEROY JULIUS DAVIS[c] . . . . . Kansas.
Kansas School for the Deaf.

LILLY ALBERTA GWIN[c] . . . . . Mississippi.
Mississippi Institute for the Deaf.

FOSTER DOWREY GILBERT . . . . . Colorado.
Colorado School for the Deaf.

EMIL VINCE HLADIK . . . . . Nebraska.
Nebraska School for the Deaf.

FLOSSIE ADRIA HOISINGTON[c] . . . . . South Dakota.
South Dakota School for the Deaf.

OLIVER WINNING McINTURFF . . . . . Virginia.
Virginia School for the Deaf.

CHARLES CLYDE MARSHALL[c] . . . . . Nebraska.
Nebraska School for the Deaf.

ELLEN ANNA PEARSON . . . . . Nebraska.
Nebraska School for the Deaf.

CHARLES JENSEN SCHMIDT . . . . . Iowa.
Iowa School for the Deaf.

JAMES ALVIN SULLIVAN[c] . . . . . Connecticut.
New Haven High School.

JUNIOR CLASS.

HENRY STEPHEN AUSTIN . . . . . Florida.
Florida School for the Deaf.

GUILBERT CAMPBELL BRADDOCK . . . . . Colorado.
Colorado School for the Deaf.

DOROTHY MARIE CONOVER . . . . . Wisconsin.
Wisconsin School for the Deaf.

WALLACE KNOWLES GIBSON . . . . . Montana.
Kendall School.

ETHEL HAROLD . . . . . Oklahoma.
Oklahoma School for the Deaf.

FLORENCE EUNICE HARPER . . . . . Alabama.
Alabama School for the Deaf.

PHILIP ALFRED HEUPEL . . . . . North Dakota.
North Dakota School for the Deaf.

MARY ELLEN LOVEALL . . . . . Washington.
Washington School for the Deaf.

WILLIAM ULEN LYNCH . . . . . District of Columbia.
Kendall School.

REGINA MARY OLSON . . . . . Nebraska.
Nebraska School for the Deaf.

BENJAMIN MARSHALL SCHOWE . . . . . Indiana.
Virginia Christian College.

ADA RUTH STUDT . . . . . Colorado.
South Dakota School for the Deaf.

WILLIAM HARVEY TOWNSEND . . . . . Florida.
Florida School for the Deaf.

SARA ALANSON TREDWELL . . . . . New York.
New York Institution, Fanwood.

ARTHUR WINTER WENGER . . . . . Utah.
Utah School for the Deaf.

RAY GRAYSON WENGER . . . . . Utah.
Utah School for the Deaf.

EFFIE ANNA WESEEN . . . . . Nebraska.
Oakland High School, Nebraska.

KENNETH GORDON WILLMAN[c] . . . . . Washington.
Washington School for the Deaf.

SOPHOMORE CLASS.

SANFORD ROBEY BURNS . . . . . Illinois.
Illinois School for the Deaf.

ARMAND STEPHEN COURREGE[c] . . . . . Louisiana.
Louisiana School for the Deaf.

ELLA MARGARET COWEN . . . . . Nebraska.
Nebraska School for the Deaf.

FRANK HENRY DOHRMANN[c] . . . . . Kansas.
Kansas School for the Deaf.

GERALD JOSEPH FERGUSON . . . . . Kansas.
Kansas School for the Deaf.

HARRY WROTH HETZLER[c] . . . . . Maryland.
Maryland School for the Deaf.

MARIA MARGARETHA KALLENBACH . . . . . Wisconsin.
Wisconsin School for the Deaf.

MABEL MARGUERITE KAU[c] . . . . . Oregon.
Oregon School for the Deaf.

THOMAS WATSON OSBORNE . . . . . Tennessee.
Tennessee School for the Deaf.

CLAUDE VENABLE OZIER . . . . . Tennessee.
Tennessee School for the Deaf.

FORREST RUNDEL PEARD[c] . . . . . Illinois.
Illinois School for the Deaf.

HARLEY WRIGHT SMITH[c] . . . . . Kansas.
Kansas School for the Deaf.

MAMIE LOUISE WALLACE[c] . . . . . Arkansas.
Arkansas Institute for the Deaf.

FRESHMAN CLASS.

HARRY VERN BARNETT . . . . . Colorado.
Colorado School for the Deaf.

HERBERT GEORGE BILLIGMEIER . . . . . North Dakota.
North Dakota School for the Deaf.

WILLIAMS JEFFERSON CAPPS[c] . . . . . Texas.
Kendall School.

GRACE STUBBS CONARROE[c] . . . . . Ohio.
Ohio School for the Deaf.

GEORGE HENRY DAVIES . . . . . Pennsylvania.
Pennsylvania Institution, Mt. Airy.

WENDELL HALEY . . . . . North Dakota.
North Dakota School for the Deaf.

ROY ALEXANDER HERTZMAN[c] . . . . . Kentucky.
Kentucky School for the Deaf.

MARGARET MAREE HUNTER[c] . . . . . Utah.
Utah School for the Deaf.

VEDA BLANCHE MYERS . . . . . Ohio.
Ohio School for the Deaf.

EMIL ARTHUR SCHLENKER[c] . . . . . North Dakota.
North Dakota School for the Deaf.

EMILY ELLEN STERCK . . . . . Pennsylvania.
Pennsylvania Institution, Mt. Airy.

KELLY HAYGOOD STEVENS . . . . . Texas.
Texas School for the Deaf.

WALTER PUTNAM VALIANT . . . . . California.
California School for the Deaf.

GEORGE HALL WHITWORTH . . . . . California.
California School for the Deaf.

POWELL JONES WILSON[c] . . . . . Colorado.
Colorado School for the Deaf.

SPECIAL STUDENTS.

ETHEL MONICA McAVOY . . . . . District of Columbia.
Hyde Park High School, Chicago.

NORBERT LOUIS PILLIOD . . . . . Ohio.
Kendall School.

HENRY JEREMIAH PULVER . . . . . New York.
Northern New York Institution for the Deaf.

MATTHEW JAMES ROZBORIL . . . . . New York.
Western New York Institution for the Deaf.

NARCISSA IRWIN WATTS . . . . . West Virginia.
Kendall School.

CAROLINE WOLF . . . . . Missouri.
Bonne Terre High School.

PREPARATORY CLASS.

EUGENE PANNELL ARMSTRONG . . . . . Missouri.
Missouri School for the Deaf.

GLADYS CATHERINE BATES . . . . . Pennsylvania.
Pennsylvania Institution, Mt. Airy.

WESLEY MERRITT BENNETT . . . . . Ohio.
Ohio School for the Deaf.

SOPHIE NICHOLSON BOATWRIGHT . . . . . South Carolina.
Kendall School.

JOSEPH WILLIAM BOUCHARD . . . . . Connecticut.
American School for the Deaf.

BLUME COHEN . . . . . Massachusetts.
American School for the Deaf.

JULIA ALICE COLE . . . . . Montana.
Montana School for the Deaf.

CHARLES R. DOBBINS . . . . . New Jersey.
Kendall School.

ROBERT EVERETT DOBSON . . . . . Iowa.
Chariton High School.

AUGUSTA FREDERICKA EUSTIS . . . . . Maine.
Maine School for the Deaf.

DORIS EMMA FRANCIS . . . . . North Dakota.
North Dakota School for the Deaf.

ROBERT HENRY FREWING . . . . . Colorado.
Colorado School for the Deaf.

LEOMA ARGINE GERBER . . . . . Texas.
Texas School for the Deaf.

JACOB ARTHUR GOLDSTEIN . . . . . Pennsylvania.
Pennsylvania Institution, Mt. Airy.

OSCAR DELFIELD GUIRE, JR. . . . . California.
California School for the Deaf.

ALICE VANCE HARDIN . . . . . South Carolina.
North Carolina School for the Deaf.

EDWARD WESLEY HARMONc . . . . . Pennsylvania.
Western Pennsylvania Institution for the Deaf.

TROY EUGENE HILL . . . . . Texas.
Texas School for the Deaf.

CORA HARRIET HITESMAN . . . . . Utah.
Utah School for the Deaf.

CLYDE MARION HOUZE . . . . . Kansas.
Kansas School for the Deaf.

HELEN LOUISE JONES . . . . . Ohio.
Ohio School for the Deaf.

ANNIE JUNGWIRTH . . . . . South Dakota.
South Dakota School for the Deaf.

GEORGE GORDON KANNAPELL . . . . . Kentucky.
Kentucky School for the Deaf.

ALFRED BENJAMIN KNUTSON . . . . . North Dakota.
North Dakota School for the Deaf.

THERESA ANNA KOENIG . . . . . Minnesota.
Minnesota School for the Deaf.

ESTHER ELIZABETH LAWVER . . . . . Colorado.
Colorado School for the Deaf.

FLORENCE WATERMON LEWIS . . . . . Connecticut.
American School for the Deaf.

NELLIE BELLE LINDSEY . . . . . Ohio.
Ohio School for the Deaf.

TOM GORDON MATTHEW . . . . . Canada.
Colorado School for the Deaf.

ESTELLA ELIZABETH MAXWELL . . . . . Nebraska.
Nebraska School for the Deaf.

ELIZABETH LUCINDA MOSS . . . . . Maryland.
Maryland School for the Deaf.

IRVIN TERRY NETTERVILLE . . . . . Mississippi.
Mississippi Institute for the Deaf.

LAWRENCE AUGUST PAXTON . . . . . Kansas.
Kansas School for the Deaf.

MARY RUTH PENNELL . . . . . Pennsylvania.
Pennsylvania Institution, Mt. Airy.

LEWIS IRVIN PETERSON . . . . . California.
California School for the Deaf.

GLENN ALVIN PRESTON . . . . . Montana.
Montana School for the Deaf.

FRANK WALDORF REBAL, JR. . . . . Iowa.
Iowa School for the Deaf.

LUTHER OSCAR RHODES . . . . . Alabama.
Alabama School for the Deaf.

ALEX B. ROSEN . . . . . Minnesota.
Minnesota School for the Deaf.

OLLIE RENA SLOAN . . . . . South Dakota.
South Dakota School for the Deaf.

ISABELLE TONER . . . . . Missouri.
Missouri School for the Deaf.

ERNEST HILLS WADLIN . . . . . Maine.
Maine School for the Deaf.

CLYDE HUGH WALKER[c] . . . . . Oregon.
Oregon School for the Deaf.

CARL LEAMAN WEAR . . . . . Missouri.
Missouri School for the Deaf.

JACOB SAMUEL WEINSTEIN . . . . . Maryland.
Maryland School for the Deaf.

SUMMARY.

	Men	*Women*	*Total*
Seniors	7	3	10
Juniors	10	8	18
Sophomores	9	4	13
Freshmen	11	4	15
Specials	3	3	6
Preparatory students	25	20	45
Total	65	42	107

NOTES.—The students are listed under schools from which they came to college.
The abbreviation *c* means conditioned in study.

History of the College.

In the year 1862, five years after the establishment of the Columbia Institution for the Deaf, Dr. Edward M. Gallaudet, its superintendent, in his annual report of that year, called the attention of Congress to the importance of providing higher education for the deaf, and to the fact that the peculiar organization of that Institution afforded an opportunity for the foundation within it of a college for the deaf of the United States.

Congress responded favorably to Dr. Gallaudet's suggestion. In April, 1864, an act authorizing the Board of Directors of the Institution "to grant and confer such degrees in the liberal arts and sciences as are usually granted and conferred in colleges" was, after considerable discussion, passed without a dissenting voice in either branch of Congress. Congress showed its further approval of the new departure within the next few years by making a considerable increase in its annual grants for support, by appropriating large sums for the purchase of additional grounds and the erection of new buildings, and by providing that a limited number of students might be admitted to the collegiate department from the several States and Territories free of charge. The number of students thus admitted free was at first ten; the number has been increased by acts of Congress from time to time until now it is one hundred.

The College was publicly inaugurated June 28, 1864, under the name of the National Deaf-Mute College, and Dr. Gallaudet at the same time was inaugurated as its President. He continued to hold the office until September, 1910. The College began its teaching work in September, 1864, with seven students and one professor besides Dr. Gallaudet.

In 1887, in response to an earnest appeal from women for an equal share with men in the advantages of higher education, the doors of the College were opened to young women.

In 1891 a Normal Department for the training of hearing teachers of the deaf was established with the double purpose of raising the standard of teachers in American schools for the deaf and of affording the deaf students of the College increased opportunities for practice in speech and speech-reading.

In 1894, in accordance with a petition from the graduates of the College, its name was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet, the Founder of the Instruction of the Deaf in America, a beautiful bronze statue of whom had been placed in the College grounds by the deaf people of America in 1889.

Instruction.

Religious services of an undenominational character, in which the Faculty and the students participate, are held daily except Saturday.

Instruction in Drawing and Painting is provided for all students who desire to take lessons in these subjects.

The courses of instruction and study given in the arts and sciences are set forth in brief on page 15.

The system of instruction includes the recitation of assigned subjects; discussions and lectures; work in laboratories and with instruments; courses of reading directed by members of the Faculty, and practice in English composition.

The entire curriculum, including a preparatory year, embraces a period of five years, each of which is divided into three terms.

Instruction in articulation and speech-reading is offered to all the students of the College. Special pains are taken to preserve and improve, by suitable and frequent oral exercises, whatever powers of speech and ability to read the lips are possessed by students on entering College.

The Library of Congress and the collections of the Smithsonian Institution, the National Museum, the Corcoran Gallery of the Fine Arts, and other collections of the National Capital, open to the public, are of inestimable value to the students of the College.

Course of Study

1916–17

	First Term.	*Second Term.*	*Third Term.*
Preparatory Year.	Plane Geom. (3 hrs.). Adv. Algebra (2 hrs.).	Plane Geom. (3). Adv. Algebra (2).	Plane Geometry.
	Latin.	Latin.	Latin.
	English Comp. (3 hrs.). Ancient Hist. (2 hrs.).	English Comp. (3). Ancient Hist. (2).	English Comp. (3). Ancient Hist. (2).
	Drawing (1 hr.).	Drawing (1).	Drawing (1).
Freshman Year.	Plane Geom. (3 hrs.). Adv. Algebra (2 hrs.).	Plane Trigonometry.	Mechanics.
	Cæsar.	Cæsar.	Cicero.
	English Comp. (2 hrs.). Mediæval Hist. (3 hrs.).	English Comp. (2). Mediæval Hist. (3).	English Comp. (2). Modern Hist. (3).
	Business Meth. (2 hrs.).	Business Meth. (2).	Right Living (2). *or* Pl. Surveying (2).
Sophomore Year.	Physics.	Physics.	Botany.
	Chemistry.	Chemistry.	Qualitative Analysis.
	English Comp. (1 hr.). English Liter. (3 hrs.). Public Speaking (1 hr.).	English Comp. (1). English Liter. (3). Public Speaking (1)	English Comp. (1). English Liter. (3). Public Speaking (1).
	Library Cat., Agriculture *or* Domestic Art } 2 hrs.	Library Cat., Agriculture *or* Domestic Art } (2).	Library Cat., Agriculture, *or* Domestic Art } (2).
Junior Year.	French.	French.	French.
	Physiology.	Zoology.	Political History of the U. S.
	Philology.	English Literature. *or* Electricity.	Ethics and Political Economy.
	Chemistry, Agriculture, Domestic Art *or* Library Cat. } 2 hrs.	Chemistry, Agriculture, Domestic Art *or* Library Cat. } (2).	Chemistry, Agriculture, Domestic Art *or* Library Cat. } (2).
Senior Year.	German.	German.	German.
	Elements of Law.	Astronomy.	Mineralogy and Geology.
	Logic.	Civil Government and Internat. Law.	Psychology.

OPTIONAL STUDIES.

The following courses will be given as sufficient demand for them arises:

1. Greek.

2. Mathematics.—Analytic Geometry; Calculus; Strength of Materials.

3. Practical Home Economics.

4. Dairying; Poultry Raising.

5. Electricity.—Generators; Motors.

6. Chemistry.—Soils and Fertilizers; Chemistry C, Advanced Qualitative Analysis; Chemistry D, Quantitative Analysis; Chemistry E, Organic Chemistry; Chemistry F, Chemical Preparations; Determinative Mineralogy; Assaying.

NORMAL COURSE.

A course in the science and art of instructing the deaf is afforded to a limited number of young hearing persons who wish to become teachers of the deaf. Candidates for this course are expected to be graduates of colleges of good standing. Exception is sometimes made in favor of graduates of normal schools or high schools who show special qualifications.

COURSE OF INSTRUCTION.

First Term.

The language of signs; the use of the manual alphabet—one hour daily.

Speech-teaching, voice-training, visible speech—one hour daily.

Observation and practice in speech classes—one to two hours daily. Note books giving details required.

Lectures on the manual alphabet; the classification of the deaf; the ear; the throat and voice; the history of the edu-

cation of the deaf in America; child-study—aggregating two hours weekly.

Topics for study and written report: Causes of deafness; number of the deaf; occupations of the deaf, etc.—one topic each week.

Thesis—History of the education of the deaf.

Second Term.

Instruction in finger-spelling and signs, as in the first term.

Practice in speech-teaching—one hour daily.

Observation and practice in manual and speech classes—one to two hours daily.

Lectures on aural development, musical vibratory massage.

Lectures on pedagogy, psychology and principles of teaching with special reference to the needs of the deaf—two hours daily.

Topics for study and written report: Physical training; the school-room; school records, etc.—one topic each week.

Thesis on subject chosen during the term.

Third Term.

Instruction in signs and spelling as in first and second terms.

Practice in speech-teaching—one hour daily.

Observation and practice in classes in geography, history, arithmetic and language—one to two hours daily.

Lesson planning and practice teaching under supervision and criticism.

Lectures on child-study, methods of instruction in language, arithmetic, geography and history—an aggregate of two hours weekly.

Topics for study and written report: Text-books; marks, examinations, outdoor work, etc.—one topic each week.

Thesis on the teaching of some special subject, as arithmetic or language.

Some of the books of reference used are: Page on Teaching, by W. H. Payne, published by the American Book Company; Mottoes and Snider's Life of Froebel, Sigma Publishing Company, Chicago; Bell's Visible Speech in Twelve lessons, Volta Bureau, Washington, D. C.; Guttman's Voice Training, published by E. S. Werner, 48 University Pl., N. Y.; Arnold's Teachers' Manual, Hazell, Watson & Viney, London; Reports of the Convention of the American Instructors of the Deaf; the American Annals of the Deaf.

Observation and practice work are carried on in the Kendall School, the primary department of the Institution.

After three months' instruction the normal students are required to assist in speech-teaching in the college as well as in the school.

Throughout the year they live with the college students, are subject to the same rules, and take an active part in all the social life of the Institution.

The members of the class assist in supervising the pupils of the Kendall School. They also help conduct chapel exercises in the school during the second and third terms.

The work of the normal students is graded. Those not making satisfactory progress or who are not found adapted to school work, will be discouraged from continuing this Course.

Full and confidential information as to Normal students will be given to school authorities looking for teachers.

The Institution seeks to recommend candidates best suited to fill vacancies, and not to send out general letters of recommendation.

The aim of the department is to equip well-educated young men and women with such knowledge not only of teaching, but of the deaf themselves, that they may be able to do intelligent work at once in the various schools of the country.

General Information.

ADMISSION.

Applicants for admission to the Preparatory Class are required to be able to express their thoughts in connected English, and to comprehend the language of the ordinary text-books of the common schools. A command of English to this extent is essential to the satisfactory and successful prosecution of the studies of this class. Pupils born deaf, or deaf from early infancy, who have acquired this ability and are also well grounded in the elementary studies of the public schools, may be encouraged to seek the privileges of the college. In the case of pupils who retain a fair command of language after becoming deaf, the danger of superficial preparation in the rudiments of the elementary studies is very great. Such pupils should be made acquainted with the real state of affairs, and should not be recommended for admission to the Preparatory Class without full training in the elementary branches. In all cases thorough familiarity with arithmetic is insisted upon.

For a unit course three hours will be allowed for the examination. One and one-half hours will be allowed for the examination in a half-unit course.

The definition of a unit course is: *a course of study covering a school year, with five class periods of at least forty-five minutes each per week.* Half this time should be given to half-unit courses.

Applicants may seek entrance by either of two methods, as follows:

FIRST METHOD.

They may take examinations in *all* prescribed subjects, under proper supervision, at their respective schools or homes, or they may take the same at the College.

Candidates for the Preparatory Class will be examined in the subjects stated below.

ENGLISH.—Embracing Composition and Grammar, and Reading.

Composition and Grammar, one unit. Candidates are expected to show a good command of language, (1) in conversation; (2) in rendering at sight selections in prose and verse from the classics and from current literature; (3) in extemporaneous composition.

In Grammar a comprehension of the broad general principles of syntax, and the ability to analyze clearly, are considered of more importance than facility in parsing and a knowledge of grammatical nomenclature.

The requirements in Reading of Candidates for the Preparatory Class are mainly a part of those recommended by the Conference of Uniform Entrance Requirements to American Colleges, the remaining portion being taken up during the preparation for the Freshman Class.

Reading, one unit (a), *General*. Candidates are expected to present evidence of having read the works selected, and to answer simple questions about their authors. This will require only the writing of a paragraph or two on each of several topics chosen by the candidate from a considerable number given in the question-paper. In every case the ability to write good English will be regarded as of more importance than knowledge of the book.

READINGS FOR THE EXAMINATION OF MAY, 1917.

(a) *General:*

"Tom Brown's School Days"—Hughes.
"Short Stories"—Selected by S. P. Sherman.
"Fireside Travels"—Lowell.
"Ballads"—Selected by G. H. Stempel.
"Sohrab and Rustum"—Arnold.
"A Tale of Two Cities"—Dickens.

(b) *Study and Practice:*

"Lincoln's Speech at Cooper Institute"; and
"Macaulay's Two Speeches on Copyright."
"Hamlet"—Shakespeare.

NOTE:—The preferred editions of all but one of the above works are those included in the "English Readings for Schools" of Henry Holt & Co., 34 West 33d St., New York City; and 623 So. Wabash Ave., Chicago; and 6 Park St., Boston, Mass.

The exception, Lowell's "Fireside Travels," is issued in cheap form by "The Oxford University Press, American Branch," 36 West 32d St., New York City.

Other editions may be used by candidates if desired or necessary.

READINGS FOR THE EXAMINATIONS OF MAY, 1918.

(a) *General:*

"Greek Legends"—M. A. Hamilton. Oxford University Press, 29–35 West 32d St., New York.
"Tales from Scottish History"—Walter Scott. Edited by W. J. Rolfe. "Students Series." Houghton-Mifflin Company.
"Biographical and Other Stories" — Nathaniel Hawthorne. "Riverside Literature Series." Houghton-Mifflin Company.
"Tales of a Wayside Inn," Part I—H. W. Longfellow. "Riverside Literature Series." Houghton-Mifflin Company.
"Swiss Family Robinson," edited by J. H. Stickney. Ginn & Co.

(b) *Study and Practice:*

"Julius Cæsar"—W. Shakespeare.
"Lorna Doone"—R. D. Blackmore. "Standard English Classics." Ginn & Co.

READINGS FOR THE EXAMINATIONS OF MAY, 1919.

(a) *General:*

"Greek Heroes"—Charles Kingsley. "Classics for Children." Ginn & Co.

"Twice Told Tales"—Nathaniel Hawthorne. "Riverside Literature Series." Houghton-Mifflin Company.

"Evangeline"—H. W. Longfellow. "Riverside Literature Series." Houghton-Mifflin Company.

"Life and Adventures of Robinson Crusoe"—Daniel DeFoe. "Classics for Children." Ginn & Co.

"The Spy"—J. Fennimore Cooper. "Riverside Literature Series." Houghton-Mifflin Company.

(b) *Study and Practice:*

"Gulliver's Travels: the Voyages to Lilliput and Brobdingnag"—Jonathan Swift. "Riverside Literature Series." Houghton-Mifflin Company.

"Macbeth"—W. Shakespeare. "Riverside Edition." Houghton-Mifflin Company.

READINGS FOR THE EXAMINATIONS OF MAY, 1920.

(a) *General:*

"Rip Van Winkle, and Other American Essays"—By Washington Irving. "Riverside Literature Series." Houghton-Mifflin Company.

"Fairy Tales from Arabian Nights"—Edited by Ernest Rhys, "Everyman's Library." E. P. Dutton & Co.

"Life of Alexander the Great." (In Plutarch's Lives.) "Riverside Literature Series." Houghton-Mifflin Company.

"The Book of Legends Told Over Again"—H. E. Scudder. "Riverside Literature Series." Houghton-Mifflin Company.

"The Lady of the Lake"—Sir W. Scott. "Riverside Literature Series." Houghton-Mifflin Co.

(b) *Study and Practice:*

"The Cricket on the Hearth"—Charles Dickens. "Riverside Literature Series." Houghton-Mifflin Company.

"Palamon and Arcite"—John Dryden. "Riverside Literature Series." Houghton-Mifflin Co.

In subdivision (a) no written exercises will be accepted in place of examination.

(b) *Study and Practice.* This part of the examination presupposes detailed study of each of the works named as to meaning of words and allusions, and an inquiry into the grammatical structure of peculiar or unusual forms. The candidate may be called upon to comment upon passages taken from these works, or to reproduce from memory others which he may think noteworthy and to give reasons for such opinion.

In place of part or the whole of the examination under (b), the candidate may offer exercise-books containing written work done in connection with the study of the books, and certified by his instructor as the unaided work of the candidate presenting it. The exercise books may bear corrections in red ink or blue pencil by the teacher.

MATHEMATICS. One and one-half units.

(*a*) *Arithmetic.* One-half unit. Stress is laid on the rapid, accurate, and neat solution of arithmetical examples, especially those coming under the four fundamental rules—analysis, decimal and common fractions, square root, percentage and simple proportion. Too much time spent on compound numbers, interest, discount, exchange, averages, cube root, and compound proportion is to be avoided. Arithmetic should teach students to cipher, not to memorize rules or prove theorems; but in the case of the deaf it is very important to cultivate the ability to construe the language of arithmetical problems. The examination questions will be made practical, rather than technical or abstruse.

(*b*) *Elementary Algebra*, to simple quadratics. One unit. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root and of the cube root of polynomials and of numbers; exponents, including fractional and negative.

Wentworth's New School Algebra (pages 1–261), Ginn & Co., is suggested as a text-book.

Special emphasis should be given to the statement of problems as equations; a logical solution with explanation of each step should be required.

HISTORY. Two units.

(*a*) *English History.* One unit. Candidates for examination in this subject should have a good command of English, sufficient to express their ideas clearly. They should have a general knowledge of the leading facts of English History, together with the causes which led to the

events narrated and the results which came therefrom; also of the geography involved.

Mere memory work should be discouraged. Students should be trained to think and reason for themselves.

The text-book recommended is Montgomery's Leading Facts of English History (Ginn & Co.).

Teachers are referred to "The Study of History in Schools. A Report to the American Historical Association by the Committee of Seven," published by the MacMillan Company."

(*b*) *American History.* One unit. The examination in American History will be so framed as to require comparison and the use of judgment on the pupil's part rather than the mere use of memory.

Instead of attempting to fix in mind large numbers of dates and isolated statements, the pupil should endeavor to gain a clear idea of the great facts, forces, and sentiments that have shaped our national progress. A good general knowledge of the essential facts and features of American History will be expected. The pupil should also know something of the origin, principles, forms, powers, and practices of the local, state and national governments.

The examination will presuppose the use of good text-books, some collateral reading, and much practice in written work. The relation of the geography of the country to its history should be emphasized.

Montgomery's Leading Facts of American History (Ginn & Co.) or Hart's Essentials of American History (American Book Co.) will indicate the kind and amount of work sought. Channing's Short History (The MacMillan Co.) may be used, with the understanding that considerable outside reading must be done in connection with a thorough study of the text-book.

Science.

Elementary Physics. One-half unit. It is recommended that the preparation of the candidate in Elementary Physics include:

1. A knowledge of the Metric system.
2. The study of a text-book. The First Book of Physics, by J. A. Culler (J. B. Lippincott & Co., Phila.), is recommended.
3. The use of varied numerical problems, illustrative of the most important facts and laws in elementary physics.
4. Laboratory work, comprising at least twenty-five exercises illustrative of the principles of Mechanics; Hydrostatics; Heat; Light; Electricity and Magnetism.

The time limit for taking entrance examinations for the Preparatory Class will be two years. The days of examination are given below.

It is recommended that candidates offer arithmetic, elementary physics and English history the first year.

The number of days allowed each year for examination shall be three, but the number of hours allotted to each subject shall not exceed three for full subjects nor one and one-half for half subjects.

Summary of Requirements.

Subject.	*Time allowed for examination.*
English:	
Composition	1½ hours.
Reading	3 hours.
Grammar	1½ hours.
Mathematics:	
Arithmetic	1½ hours.
Algebra	3 hours.

History:

English	3 hours.
American	3 hours.

Science:

Elementary Physics	1½ hours.

The examinations are to be held *without exception on the three successive days beginning the last Wednesday in May*, and all papers are to be sent *on the following Saturday* to President Percival Hall, Kendall Green, Washington, D. C.

The *original work* of candidates, which should be in such form as to be read easily by the examiner, must in all cases be forwarded to the College.

All other papers written upon by the candidates during the examination should also be sent. The time limit in any subject must not be exceeded; therefore useless copying should be avoided.

Those in charge of the preparation of candidates for admission to the Preparatory Class are referred to the "Report of the Committee of the Convention on a Course of Study" for valuable suggestions in regard to all subjects for admission except Algebra. This report is now out of print but may be found in the American Annals, Vol. LII, pp. 409–467.

Question papers will be furnished on the application of any Principal or Superintendent of an Institution or School for the Deaf. Such Principals or Superintendents are requested to write for examination papers *not later than the first week in May*, in each year.

Testimonials of good moral character are required of all applicants for admission.

All applications for admission should be addressed to the President.

SECOND METHOD OF ADMISSION.

1. Students may be admitted to the Preparatory Class upon certificate from approved schools that the prescribed requirements in English Reading (*a*) and (*b*) as outlined on page 35, English Grammar, Arithmetic, English History, American History, and Elementary Physics have been fully met, and upon passing tests by the College Faculty in Algebra and in their command of language. The latter test will be based on their certified Readings. However, it will not be judged as an examination in Reading, but as an examination in English Composition.

Regular blanks for the formal certification of all candidates for admission under this plan will be furnished the schools, and should contain ratings, on a scale of 10, of work done in the subjects certified.

Examination questions in the two subjects, Algebra and Composition, will be forwarded in May, as hitherto, to the schools having candidates. After the examination papers in these subjects have been read by the College Faculty, and certificates concerning the other subjects have been received, the schools will be informed as to the probability of the candidate's being admitted to the class.

At the beginning of the term in September, examinations will be held at the College in any of the subjects that have not been duly certified, and in subjects in which candidates are conditioned.

2. Schools from which students have been admitted to the Preparatory or Freshman Class within the past five years, who have pursued their studies in the College successfully for a year or more, are now placed on the list of "approved schools." Other schools may be added to the list in the future on evidence that they have courses of study preparing pupils fully for the Preparatory Class. The following is the present list of

APPROVED SCHOOLS.

Alabama School.
American School.
Arkansas Institute.
California School.
Colorado School.
Florida School.
Gallaudet School.
Georgia School.
Idaho School.
Illinois School.
Inst. for Improved Instr., N.Y.
Iowa School.
Kansas School.
Kendall School.
Kentucky School.
Maine School.
Maryland School.
Michigan School.
Minnesota School.
Mississippi Institute.
Missouri School.
Montana School.
Nebraska School.
New York Institution.
North Carolina School.
North Dakota School.
Ohio School.
Oklahoma School.
Oregon School.
Pennsylvania Institution.
South Carolina Institution.
South Dakota School.
Tennessee School.
Texas School.
Utah School.
Washington State School.
West Virginia School.
Western Pennsylvania Inst.
Wisconsin School.
Wright Oral School.

ADMISSION TO ADVANCED STANDING.

Candidates for admission to the Freshman Class, or to advanced standing, may obtain requirements upon application.

EXPENSES.

The charge for board, lodging, laundry, and tuition is three hundred and fifty dollars for the academic year. Congress, however, makes provision for the free admission of residents of the District of Columbia and for a limited number from the States and Territories. The above sum

does not include traveling expenses, books, clothing, and other personal and incidental expenses, subscriptions to societies, extraordinary medical or surgical services, etc. A deposit of three dollars is required of each student, returnable at the end of the course, less unreasonable wear of College property. The average cost of books is about $10 per year; estimates as to the amounts needed to meet the other demands cited above would vary with the tastes of the individual and the distance to his home. But students should come provided with at least $25 at the beginning of the year and have about $75 more to draw upon besides what is necessary for car fare, main clothing supply and tuition.

Students have opportunities to earn a considerable part of their expenses by labor upon the college buildings and grounds or about the residences of instructors, or on the farm, or in the city during leisure hours, etc. Various opportunities of earning are also open to the women students.

COLLEGE EXERCISES.

STUDY HOURS.

Students are expected to attend Chapel exercises, to be present at all recitations of their respective classes, and to attend such other exercises as may be announced by the Faculty from time to time.

Chapel exercises are held each week-day at 9.00 A. M., except on Saturday. On Sunday they are held at 9.00 A. M. and at 5.00 P. M.

Study hours are from 8.00 to 9.00 and from 9.15 A. M. to 12.15 P. M., from 1.30 to 3.30 and from 7.30 to 10 P. M. on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, except that on Fridays the evening study hours are omitted; and from 9.00 to 11.30 A. M. on Saturdays. During these

periods students are expected to be engaged in recitations or in study.

No recitations are held on Saturdays. The length of the recitation period is one hour. Thus, unless otherwise stated, each subject is taught five hours per week.

Preparatory and Freshman students and students reported as having a monthly average below 7.5 in daily recitations in any study are required to observe evening study hours in their own rooms, and these rooms may be visited at intervals by some member of the Faculty.

CLOTHING.

Clothing is laundered by the institution and should all be plainly marked. Bed linen and hand towels are furnished by the institution.

PHYSICAL TRAINING.

Systematic physical training, under the direction of instructors in a well-equipped gymnasium, is required of all students throughout the course. But students while in training with the foot-ball, track, base-ball, basket-ball, or wrestling squads, may be excused from other physical training. Open air exercise, usually tennis, is required of all the young women of the College.

Special gymnasium suits are used by the young men and the young women. New students should order suits through the gymnasium teachers directly upon their arrival at College.

STUDENT SOCIETIES.

The Kappa Gamma is a secret society of young men. Four of the Faculty of the College are also members. The society exercises a certain influence upon scholarship by its rule that it will not admit to membership a student conditioned in more than one study.

The Literary Society admits all men students to membership. It affords an opportunity for practice in public debate, declamation, etc. The public is invited to all meetings except business meetings.

The women students have a society which is partly secret and partly literary and dramatic in character. Once a year it holds an open meeting to which the public is invited.

The "Saturday Night Dramatic Club" of the young men and the "Jollity Club" of the young women each give one or two public entertainments during the year.

The young men of the College maintain a branch of the Young Men's Christian Association.

The women students support an influential branch of the Young Women's Christian Association.

ADVISERS.

At the time of his entrance into college each student is assigned to some one member of the Faculty, who acts as his Adviser throughout his college course. It is hoped that each student will feel free to consult his Adviser as he would a parent or elder brother.

INFORMATION.

In the case of students markedly deficient in scholarship, notices will be sent to their parents or guardians after the close of each term; when serious discipline for misconduct is given, parents will be at once informed of the fact. Information as to the progress of students will be furnished parents at any time upon request. All applications for information or for admission should be addressed to the President of the College, Kendall Green, Washington, D. C.

EXAMINATIONS.

At the close of each term there are written examinations in all the studies of the term.

A record is kept by the Faculty, which shows the stand-

ing in study of each student for every term, as determined from the recitations and the examinations, both being graded on a scale of 10. A student whose combined mark falls below 7 in any subject, or whose mark in examination falls below 6.5, is conditioned. The condition may be removed by obtaining a mark of 6.5 upon re-examination.

DEGREES.

The corporation is authorized by an act of Congress to confer "such degrees in the arts and sciences as are usually granted in colleges."

The degree of Bachelor of Arts is conferred on students who have sustained examinations on the full Academic course of four years.

The degree of Bachelor of Science is conferred on students who have sustained examinations on the first two years of the Academic course, and on two years of work in Science equivalent in difficulty to the last two years of Academic work, making a full course of four years.

Students so desiring are permitted to pursue a selected course of study extending through four years, the satisfactory completion of which will entitle them to receive the degree of Bachelor of Philosophy, or of Letters.

No student may receive a degree who is delinquent in his college dues.

The master's degree will be conferred, in course, on graduates of not less than three years' standing who shall furnish the Faculty with satisfactory evidence of their having made substantial progress in science, philosophy, literature, or the liberal arts since their graduation. Application for this degree should be made to the President of the College in writing.

The degree of Bachelor of Pedagogy is also conferred on graduates of the normal department who have previously taken the Bachelor's degree.

SPECIMENS OF EXAMINATION PAPERS FOR ADMISSION TO THE PREPARATORY CLASS.

Arithmetic.

[Necessary operations are to be written in full; answers, without the operations necessary to obtain them, or analyses without operations, are not acceptable.]

1. A farmer spent \$140 for sheep at \$5.60 each. How many did he buy?
2. When coal is \$7.50 per ton, what will be the cost of 3,000 lbs.?
3. A man walks $14\frac{1}{2}$ miles in $4\frac{5}{6}$ hours. How many miles an hour is that?
4. What part of a man's income remains after he spends $\frac{1}{3}$, $\frac{4}{15}$, and $\frac{1}{5}$ of it?
5. A boy lives $10\frac{1}{2}$ rods from his school. How far does he walk in a day to attend two sessions of his school?
6. Reduce $\frac{5}{15}$, $\frac{9}{25}$, and $5\frac{7}{8}$ to decimals and add.
7. How many square yards of plastering will be needed for the wall of a room 18 ft. wide, 9 feet high, after subtracting for two windows, each 6 ft. high, $4\frac{1}{2}$ ft. wide?
8. My expenses in April were \$185.68; in May they were 12% less. What did I spend in May?
9. Find the interest of \$200 for 1 yr. 3 mo. at 4%.

Time allowed—one and one-half hours.

[1915.]

Algebra.

For admission to the Preparatory Class.

1. (*a*) Add and (*b*) subtract $\frac{2}{3}a^3 + \frac{5}{6}a^2b - \frac{2}{7}ab^2 + b^3$; and

$$2b^3 + \frac{5}{14}ab^2 - \frac{9}{12}a^2b - \frac{5}{6}a^3$$

2. Divide $22a^2b^2+15b^4+3a^4-10a^3b-22ab^3$ by a^2+3b^2-2ab
3. Solve $5(x-3)-7(6-x)+29=50-3(8-x)$
4. The sum of two numbers is 18, and three times the greater number exceeds four times the smaller by 5. Find the numbers.
5. Reduce to lowest terms:

(*a*) $$\frac{(a^2 + 2ab + b^2)\ (a-b)}{(b^2 - 2ab + a^2)\ (a+b)}$$

(*b*) $$\frac{x^2-y^2}{x+y} \times \frac{x-y}{x^2 - 2xy + y^2}$$

6. Resolve into factors:

(*a*) $a^2 - 6ab + 9b^2$

(*b*) $4a^4 + 20a^2x^2 + 25x^4$

7. Solve: $\frac{3x+1}{4} - \frac{2x+1}{3} - \frac{4x+5}{5} = 4$

8. The difference between one-fifth of a number and one-ninth of the same number is 4. Find the number.

9. Divide 450 into two parts such that the smaller part is contained in the larger 9 times with a remainder of 20.

10. If A gave B $100, A would then have half as much money as B; but if B gave A $100, B would have one-third as much as A. How much has each?

Time allowed—Three hours.

[1915.]

Composition.

Time allowed: Composition one and one-half hours. All candidates are required to pass this examination. In Composition, therefore, write and punctuate with care.

Write as fully as you can, up to two hundred words, upon *one of each* of the following groups of subjects:

The Iliad.

1. The cause of the Trojan War and the Combat between Menelaus and Paris to end it.
2. The dispute between Achilles and Agamemnon, and its result.
3. The Exploits of Tydides Diomed.
4. The Deeds and the Death of Patroclus, and the effect of the latter on Achilles.
5. The Deeds and the Death of Hector.

As You Like It.

1. Adam.
2. Audrey.
3. Celia.
4. Charles.
5. Corin.
6. Jacques.
7. Lebeau.
8. Oliver.
9. Orlando.
10. Phebe.
11. Rosalind.
12. Silvius.
13. Touchstone.
14. William.

Ivanhoe.

1. Archery,—Robin Hood.
2. Cedric, the Saxon, and Rowena.
3. The Christian knight and the Saracen.
4. Sherwood Forest.
5. The Siege of Torquilstone.
6. The Trial of Rebecca, the Jewess.

Cranford.

1. The Society of Cranford.
2. Visiting in Cranford.
3. The Misses Barker.
4. The Life and Work of Elizabeth S. Gaskell.

Huxley.

1. His Autobiography.
2. His "Liberal Education."
3. His Story of "A Piece of Chalk."

The Ancient Mariner.

1. The Albatross.
2. The Spectre-Ship and its Crew.
3. The Rain, and the Coming Wind that Never Arrived.
4. The Crew of Dead Men, and the Mysterious Sailing of the Ship.
5. The Two Voices, and What They Said.
6. The Hermit, and the Rescue.

The Vision of Sir Launfal.

1. The Prelude to Part I.
2. The Story of Part I.
3. The Prelude to Part II.
4. The Story of Part II.

Grammar.

Time allowed—One and one-half hours.

Even now, after the lapse of more than fifty years, the natives of India still talk of him as the greatest of the English; and nurses sing children to sleep with a jingling ballad above the fleet horses and richly caparisoned elephants of Sahib Warren Hastings.—MACAULAY.

Explain the relations of the following words and phrases in the above sentence:

1. Even.
2. Even now.
3. After the lapse of more than fifty years.
4. Still.
5. The greatest of the English.
6. Children.
7. With a jingling ballad about the fleet horses and richly caparisoned elephants of Sahib Warren Hastings.
8. About the fleet horses and richly caparisoned elephants of Sahib Warren Hastings.
9. Of Sahib Warren Hastings
10. Richly.
11. Caparisoned.
12. Richly caparisoned.
13. Sahib.

Reading.

Time allowed: Three hours.

CRITICAL STUDY AND PRACTICE.

Julius Cæsar.

1. Describe the characters of Brutus, Cassius, and Antonius (Antony).
2. Point out references to their characteristics in the following:

Brutus— What is it that you would impart to me?
If it be aught toward the general good,

Set honor in one eye, and death i' the other,
And I will look on both indifferently:
For, let the gods so speed me as I love
The name of honour more than I fear death.

Cassius— I know that virtue to be in you, Brutus,
As well as I do know your outward favour.

Cæsar— Let me have men about me that are fat;
Sleek-headed men, and such as sleep o' nights:
Yond' Cassius has a lean and hungry look;
He thinks too much; such men are dangerous.

Antonius—Fear him not, Cæsar, he's not dangerous;
He is a noble Roman, and well given.

Cæsar— 'Would he were fatter:—but I fear him not:
Yet, if my name were liable to fear,
I do not know the man I should avoid
So soon as that spare Cassius. He reads much;
He is a great observer, and he looks
Quite through the deeds of men: he loves no plays
As thou dost, Antony; he hears no music;
Seldom he smiles, and smiles in such a sort
As if he mock'd himself, and scorned his spirit
That could be moved to smile at anything.
Such men as he be never at heart's ease
Whiles they behold a greater than themselves;
And therefore are they very dangerous.

Cassius— Well, Brutus, thou art noble; yet I see
Thy honorable metal may be wrought
From that it is disposed: therefore it is meet
That noble minds keep ever with their likes:
For who so firm that can not be seduced?

3. Write about the deeds of the men referred to above, as told in the drama.
4. Describe the scene, as told by Casca, where Cæsar is offered the crown.
5. What meaning is implied by the fainting of Cæsar at the end of the scene referred to in 4, and by the manner of Cæsar afterward?
6. Describe the scene in which Portia tells her servant, Lucius, to run to the Capitol and bring her word of what is going on.
7. Point out what Portia's talk to Lucius, and to Artemidorus, shows of her feelings.

Lord Clive, and Warren Hastings.

1. What is said of Clive's boyhood?
2. What was Clive's first great exploit in India? and under what circumstances was it undertaken and carried out?

3. Tell why Clive left India the first time, how he came to be elected to Parliament, and why he did not remain in Parliament.
4. When and under what circumstances were Clive and Hastings brought together, and how did Clive bring Hastings into prominence and influence?
5. What reforms did each of these men bring about in the government of the several parts of India?
6. Was the rule of these men of benefit to India? and, if so, in what ways, and in what degree?
7. For what was Hastings impeached before the Parliament of England, and what was the result of the trial?

History of the United States.

Time allowed—three hours.

Give the dates of all events mentioned in your paper.

1. Give some account of the settling of Connecticut.
2. What caused the American Revolution?
3. Why did eleven States try to secede from the Union in 1860-61? What States were they?
4. What was the comparative strength of the North and of the South at the opening of the Civil War? What was the Union plan for carrying on the war?
5. Write *very briefly* about each of the following men:

Ethan Allen.	Bartholomew Gosnold.
Benedict Arnold.	Alexander Hamilton.
General Braddock.	Paul Jones.
Rev. John Eliot.	Robert de la Salle.
David G. Farragut.	Eli Whitney.

English History.

Time allowed—three hours.

1. Describe the geographical differences between early Britain and the present Empire of Great Britain.
2. Tell all you can about the conversion of the English to Christianity.
3. What was the Habeas Corpus Act?
4. Compare the reigns of Mary and Elizabeth.
5. What was the "Glorious Revolution" of 1688?

6-7. Write briefly about any *six* of the following subjects: (*a*) The Witan, (*b*) Simon of Montfort's Parliament, (*c*) The First Perfect Parliament, (*d*) Separation of Parliament into Two Houses, (*e*) The Short Parliament, (*f*) The Long Parliament, (*g*) The Rump Parliament, (*h*) Barebone's Parliament, (*i*) The Cavalier Parliament, (*j*) Admission of Catholics and Jews to Parliament.

8. Explain the term "Divine Right of Kings." What kings believed in this, and what were the results of their belief?

9–10. Tell all you can about the following:

(*a*) The Indian Mutiny.

(*b*) The Boer War.

Elementary Physics.

Time allowed: One and one-half hours.

1. How do we find the mass of any object?
2. How would you change the pendulum of a clock so that it will run faster? Slower?
3. Why is the earth flattened at the poles and bulged at the equator?
4. What is one important difference between modern and ancient ways of doing work?
5. Draw a prism.
   What is an opaque; a transparent body? Give examples of each kind.
6. Why does a body expand when heated?
7. What is the cause of rain?
8. Describe how you would electroplate a pan with copper.

CALENDAR

1916

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27	28	29	30	31	...	...
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SEPTEMBER						
...	...	...	...	...	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
...	...	...	...	...	...	...
OCTOBER						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	...	...	...	...
...	...	...	...	...	..	...
NOVEMBER						
...	...	...	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	...	...
...	...	...	..	...	...	...
DECEMBER						
...	...	...	...	...	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	...	...	...	...	...	...

1917

JANUARY						
...	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	...	...	...
...	...	...	...	..	...	...
FEBRUARY						
...	...	...	...	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	...	...	...
...	...	...	...	...	...	...
MARCH						
...	...	...	...	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
...	...	...	...	...	...	...
APRIL						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	...	...	...	...	...
...	...	...	...	...	...	...
MAY						
...	...	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	...	...
...	...	...	...	...	...	...
JUNE						
...	...	...	...	...	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
...	...	...	...	...	...	...
JULY						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	...	...	...	...
...	...	...	...	...	...	...
AUGUST						
...	...	...	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	...
..	...	...	...	...	...	...
SEPTEMBER						
...	...	...	...	...	...	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	...	...	...	...	...	...
OCTOBER						
...	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	...	...	...
...	...	..	...	...	...	...
NOVEMBER						
...	...	...	...	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	...
...	...	...	...	...	...	...
DECEMBER						
...	...	...	..	...	...	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	...	...	...	...	...

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